

GCSE History – Early Elizabethan England, 1558-88
EQ1: What challenges did Elizabeth face as Queen, 1558-69?

Learning about this topic is important because:

This depth study focusses on Early Elizabethan England, 1558-88. In topic 1, students will learn about Elizabethan society and government. Students will analyse the initial problems that Elizabeth faced when she became Queen in 1558 and her response to said challenges. Students will study Elizabeth's Religious Settlement, analysing the causes and consequences of her religious policy. This topic will consider key themes such as power, authority, gender, society, the economy and opposition.

This builds on: The historic environment: The British sector or the Western Front 1914-1918

This leads to: Challenges to Elizabeth at home and abroad, 1569-88

We will learn:

- **The situation on Elizabeth's accession:** Elizabethan England in 1558: society and government. The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths. Challenges at home and from abroad: financial weaknesses, religious divisions, the French threat.
- **The 'settlement' of religion:** Elizabeth's religious settlement (1559): its features and impact. The Church of England: its role in society.
- **Challenge to the religious settlement:** The nature and extent of the Puritan challenge. The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.
- **The problem of Mary, Queen of Scots:** Mary, Queen of Scots: her claim to the English throne. Relations between Elizabeth and Mary, 1568-69.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Privy Council
- Divine Right
- Illegitimate
- Catholic
- Protestant
- Puritan
- Clergy
- Papacy
- Succession
- Secretary of State
- Recusant

You could learn more about this topic by:

- *The Time Traveller's Guide to Elizabethan England*, Ian Mortimer
- *PG Online, Clear Revise: Edexcel GCSE History 1H10 Early Elizabethan England, 1558-88 (PG Online, 2023)* Illustrated revision guide
- *The Tudors for Dummies*, David Loades (Wiley, 2011)

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: 4 mark describe and 12 mark Explain question.

GCSE History – Early Elizabethan England, 1558-88
EQ1: What challenges did Elizabeth face as Queen, 1558-69?

GCSE History – Early Elizabethan England, 1558-88

EQ2: What challenges did Elizabeth face, 1569-88?

Learning about this topic is important because:

This depth study focusses on Early Elizabethan England, 1558-88. Students will continue to learn about the problems facing Elizabeth I as Queen. In this topic students will consider the plots against Elizabeth, analysing key concepts such as power and authority as well as understanding the significance of religion in this period. Students will also analyse relations with Spain during this period and the consequences this had for Elizabeth.

This builds on: Early Elizabethan England, 1558-88. Topic 1: Queen, government and religion, 1558-69

This leads to: Early Elizabethan England, 1558-88. Topic 3: Elizabethan society in the Age of Exploration, 1558-88

We will learn:

- **Plots and revolts at home:** The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70. The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham and the use of spies. The reasons for, and significance of, Mary Queen of Scots' execution in 1587.
- **Relations with Spain:** Political, religious and commercial rivalry. The significance of privateering and the activities of Drake.
- **Outbreak of war with Spain, 1585-88:** Reasons for deteriorating relations with Spain: English direct involvement in the Netherlands and the actions of Robert Dudley. Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.
- **The Armada:** Spanish invasion plans. Key events of the Spanish Armada. The reasons for the English victory.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Catholic
- Protestant
- Excommunicate
- Jesuit
- Americas
- Piracy
- Armada
- Galleon
- Governor General
- Warning beacons

You could learn more about this topic by:

- *The Time Traveller's Guide to Elizabethan England*, Ian Mortimer
- *The Armada: 12 days to Save England*, Dan Snow BBC2 Documentary
- *Battlefield Britain: The Spanish Armada*, BBC2

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: 4 mark describe, 12 mark Explain, 16 mark Evaluate.

GCSE History – Early Elizabethan England, 1558-88
EQ3: How far did society and exploration develop, 1558-88?

Learning about this topic is important because:

This depth study focusses on Early Elizabethan England, 1558-88. Students will learn about Elizabethan society and consider the extent to which it was a 'golden age'. Students will learn about education and leisure, looking at how this developed during Elizabeth's time. Students will also consider how attitudes towards the poor changed in this period and consider societal structures. Students will also consider the significance of key individuals, such as Drake and Raleigh, and analyse this age of exploration.

This builds on: Early Elizabethan England, 1558-88. Topic 2: Challenges to Elizabeth at home and abroad, 1569-88

This leads to: Cold War crises, 1958–70

We will learn:

- **Education and leisure:** Education in the home and schools. Sports, pastimes and the theatre.
- **The 'problem' of the poor:** The reasons for the increase in poverty and vagabondage during these years. The changing attitudes and policies towards the poor.
- **Exploration and voyages of discovery:** Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake's circumnavigation of the globe
- **Attempted colonisation of Virginia:** Reasons for the attempted colonisation of Virginia, including the significance of Raleigh. Reasons for the failure of the first settlement in Virginia.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Baiting
- Mystery Plays
- Petty School
- Humanist
- Enclosure
- Circumnavigate
- Tiger
- Deserving poor
- Vagabond
- Poor relief
- Idle poor

You could learn more about this topic by:

- *The Time Traveller's Guide to Elizabethan England*, Ian Mortimer
- *Elizabeth: The Golden Age* (2007, film)
- [Francis Drake Sails Around the World](#), short animation

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: 4 mark describe, 12 mark Explain, 16 mark Evaluate.

GCSE History – Medicine through time, c1250 - present

EQ1: Why was there so much continuity in Medieval Medicine?

Learning about this topic is important because:

This breadth study focuses on the extent of change and continuity in medicine from the period c1250 to the present day. It examines the ideas of cause of disease, methods of treatment and prevention and who provided care. It helps students understand how medical knowledge, practices, and public health have developed over centuries, shaped by social, political, religious and scientific factors. The course examines the extent of change and the factors that helped or hindered medical progress. The study of medieval medicine will highlight the importance of ancient ideas and the value placed on traditional ideas. It reveals how people explained and treated illness in a world without modern science. It will also reveal the importance of the Roman Catholic Church in medieval society.

This builds on:

Students learning from KS3. Students studied medieval society and the Reformation at KS3. Students will build on their learning of the importance of the Roman Catholic Church in the Middle Ages and the role of traditional ideas. Students will also further their knowledge of the Black Death.

This leads to: Renaissance Medicine c1500-1700.

We will learn:

- **Ideas about the cause of disease and illness:** Supernatural and religious explanations of the cause of disease. Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Galen.
- **Approaches to prevention and treatment:** Approaches to prevention and treatment, and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air. Medical training and traditional approaches to treatment and care for the sick: the role of the physician, apothecary and barber surgeon; the role of hospitals, care within the community and at home, including the use of herbal remedies.
- **Case study:** Dealing with the Black Death, 1348-49; approaches to treatment and attempts to prevent its spread.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Late Medieval period
- Physicians
- The Four Humours Theory
- The Opposites Theory
- Hippocrates
- Galen
- Anatomy
- Physiology
- Miasma
- Remedies
- Astrology
- Barber Surgeon

You could learn more about this topic by:

- *Medieval Bodies: Life, Death and Art in the Middle Ages*, Jack Hartnell
- *World Without End* (also a TV series), Ken Follett
 - Fiction but provides information about the Black Death
- *Filthy Cities: Medieval London*, BBC documentary on Medieval grime in the city of London

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: 12 mark Explain question.

GCSE History – Medicine through time, c1250 - present

EQ2: To what extent did medicine progress during the Renaissance period?

Learning about this topic is important because:

This breadth study focuses on the extent of change and continuity in medicine from the period c1250 to the present day. It examines the ideas of cause of disease, methods of treatment and prevention and who provided care. It helps students understand how medical knowledge, practices, and public health have developed over centuries, shaped by social, political, religious and scientific factors. The course examines the extent of change and the factors that helped or hindered medical progress. The study of Renaissance medicine, 1500-1700, will highlight the continuing importance of ancient ideas but the extent to which these were challenged by new ideas. It reveals how people continued to treat and prevent illness using similar methods as during the Medieval period, despite the emergence of some new ideas and technology.

This builds on: Medieval Medicine 1250-1500.

This leads to: Industrial Medicine 1700-1900.

We will learn:

- **Ideas about the cause of disease and illness:** continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.
- **Approaches to prevention and treatment:** Continuity and change in approaches to prevention, treatment and care in the community and in hospitals. Improvements in medical training and the influence in England of the work of Vesalius.
- **Case studies:** key individual: William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Renaissance Period
- The Four Humours Theory
- Anatomy
- Physiology
- Secular
- Printing Press
- The Royal Society
- Quarantined
- Herbal Remedy
- Scrofula
- Scarlet Fever
- Apothecaries

You could learn more about this topic by:

- *The Great Plague*, Channel 4
- Thackray Medical Museum – Online resources
- BBC Bitesize: Medicine through Time, Edexcel

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: 4 mark similarity and difference question, 12 mark explain question and the 16 mark analyse question.

GCSE History – Medicine through time, c1250 - present

EQ2: To what extent did medicine progress during the Renaissance period?

GCSE History – Medicine through time, c1250 - present

EQ3: How much medical progress was made during the period c1700-c1900?

Learning about this topic is important because:

This breadth study focuses on the extent of change and continuity in medicine from the period c1250 to the present day. It examines the ideas of cause of disease, methods of treatment and prevention and who provided care. It helps students understand how medical knowledge, practices, and public health have developed over centuries, shaped by social, political, religious and scientific factors. The course examines the extent of change and the factors that helped or hindered medical progress. The study of medicine during the period c1700-c1900 will reveal the many developments that were made in medicine during this period and the factors that supported said breakthroughs. The period c1700-c1900 saw many developments that created the foundation of modern medicine and traditional ideas were proved wrong.

This builds on: Renaissance Medicine 1500-1700

This leads to: Modern Medicine 1900 – present day

We will learn:

- **Ideas about the cause of disease and illness:** Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.
- **Approaches to prevention and treatment:** The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale on nursing and hospitals in Britain. The impact of anaesthetics and antiseptics on surgery. New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).
- **Case Studies:** Key individual: Jenner and the development of vaccination. Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Vaccines
- Germ Theory
- Antiseptic
- Anaesthetic
- Antibodies
- Cowpox
- Aseptic surgery
- Inoculate
- Laissez-faire
- Small Pox
- Cholera

You could learn more about this topic by:

- *Seven Wonders of the Industrial World: Bazalgette's Sewers*, Covers the cholera epidemics of the nineteenth century
- *Scream: A History of Anaesthetics*, Documentary detailing the development of anaesthetics in the nineteenth century
- PG Online, Clear Revise: Edexcel GCSE History 1HI0 Medicine in Britain, c1250–present and The Western Front (PG Online, 2023), Illustrated revision guide

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: 4 mark similarity and difference question, 12 mark explain question and the 16 mark analyse question.

GCSE History – Medicine through time, c1250 - present

EQ4: Why was the period c1900-Present Day such a transformative one?

Learning about this topic is important because:

This breadth study focuses on the extent of change and continuity in medicine from the period c1250 to the present day. It examines the ideas of cause of disease, methods of treatment and prevention and who provided care. It helps students understand how medical knowledge, practices, and public health have developed over centuries, shaped by social, political, religious and scientific factors. The course examines the extent of change and the factors that helped or hindered medical progress. The study of medicine during the period c1900-present day will reveal the many developments that were made in medicine during this period and the factors that supported said breakthroughs. The period c1900-present day was a transformative one and students will analyse the various turning points in this period.

This builds on: Industrial Medicine 1700-1900

This leads to: The historic environment: The British sector of the Western Front 1914-1918

We will learn:

- **Ideas about the cause of disease and illness:** Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.
- **Approaches to prevention and treatment:** The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns.
- **Case Studies:** Key individuals: Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Mastectomy
- Hereditary disease
- Diagnosis
- Smog
- Antibiotic
- Mass production
- MRSA
- Compound
- DNA
- Genome
- NHS

You could learn more about this topic by:

- Thackray Museum online resources: [Home - Thackray Museum of Medicine](#)
- *The History of Medicine: A Very Short Introduction*, William Bynun
- Cancer Progress. Net: An American website with a timeline mapping the fight against lung cancer. <https://www.asco.org/news-initiatives/cancer-progress-timeline>

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: 4 mark similarity and difference question, 12 mark explain question and the 16 mark analyse question.

GCSE History – Medicine through time, c1250 - present

EQ5: How did the experiences on the Western Front impact medicine?

Learning about this topic is important because: The historic environment focuses on medicine during the First World War on the Western Front and the impact this had. It examines the significance for medical treatment in the context of the terrain and problems of the transport and communications infrastructure. It examines the nature of ill health and injuries that arose from life in the trenches and the weapons used. It examines the provision of care and how care was provided in difficult conditions. It also examines the significance of the Western Front for experiments in surgery and medicine. Students will study sources from the Western Front.	
This builds on: Modern Medicine 1900-present day	
This leads to: Early Elizabethan England, 1558-88. Topic 1: Queen, government and religion, 1558-69	
We will learn: The British Sector of the Western Front, 1914-18: Injuries, treatment and the trenches: The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its organisation, including frontline and support trenches. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks. Medical treatment on the Western Front. The work of the RAMC and nurses. Transport in the chain of evacuation: stretcher bearers, horse and motor ambulances. Stages of treatment in the chain of evacuation: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras. The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood. Knowledge, selection and use of sources for historical enquiries: Knowledge of national sources relevant to the period and issue, e.g. army records, national newspapers, government reports, medical articles. Knowledge of local sources relevant to the period and issue, e.g. personal accounts, photographs, hospital records, army statistics. Recognition of the strengths and weaknesses of different types of source for specific enquiries.	We will develop/practise skills including: - Explanation - Analysis - Evaluation - Cause - Consequence - Change - Continuity
Some of the vocabulary that we will use includes: - Amputation - Battalion - Billets - Gas Gangrene - Ligature - Medical Officer - Triage - Blood transfusion - Universal blood group - RAMC - Neurosurgery	You could learn more about this topic by: - Thackray Museum online resources: Home - Thackray Museum of Medicine - William Bynun, <i>The History of Medicine: A Very Short Introduction</i> - Imperial War Museum online resources
Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around sources. You will practice the following types of question: describe one feature of... [x2] [4 marks], How useful are sources A and B for and enquiry into... [8 marks], How could you follow up source B to find out more about...[4 marks]	

GCSE History – Medicine through time, c1250 - present
EQ5: How did the experiences on the Western Front impact medicine?